

**California STAR Language Arts
Grades 2 through 11**

Stanford 9 with Augmentation Blueprint

GRADE 2 READING

STANDARDS		SAT 9 ITEMS	Augmentation ITEMS	TOTALS /%S
1.0	WORD ANALYSIS AND VOCABULARY DEVELOPMENT: Students...select and know how to translate letter patterns into spoken language using phonics, syllabication, and word parts.	Select 14 items	12	26 items 52%
1.1	Decoding and Word Recognition: recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading	4	0	
1.2	Decoding and Word Recognition: apply knowledge of basic syllabication rules when reading (e.g., v/cv = su/per, vc/cv = sup/per)	0	2	
1.3	Decoding and Word Recognition: decode two-syllable nonsense words and regular multi-syllable words	4	0	
1.4	Decoding and Word Recognition: recognize common abbreviations (e.g., Jan., Sun., Rt., St.)	0	2	
1.5	Decoding and Word Recognition: identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives)	0	2	
1.6	Decoding and Word Recognition: read aloud with fluency and accuracy, and with appropriate intonation and expression	NA	NA	
1.7	Vocabulary and Concept Development: understand and explain common antonyms and synonyms	2	2	
1.8	Vocabulary and Concept Development: use knowledge of individual words in unknown compound words to predict their meaning	0	2	
1.9	Vocabulary and Concept Development: know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly)	0	2	
1.10	Vocabulary and Concept Development: identify simple multiple-meaning words	4	0	
2.0	READING COMPREHENSION: Students read and understand grade-level appropriate material. They draw upon a variety of comprehension strategies as needed, including generating and responding to essential questions, making predictions, and comparing information from several sources.	Select 7 items	10	17 items 34%
2.1	Structural Features of Informational Materials: use titles, table of contents, and chapter headings to locate information in expository text	0	2	
2.2	Comprehension and Analysis of Grade-Level-Appropriate Text: state purpose for engaging in reading (i.e., tell what information the student is seeking)	NA	NA	
2.3	Comprehension and Analysis of Grade-Level-Appropriate Text: use knowledge of author's purpose(s) to comprehend informational text	0	2	
2.4	Comprehension and Analysis of Grade-Level-Appropriate Text: ask clarifying questions concerning essential textual elements of exposition (e.g., why, what-if, how)	0	2	
2.5	Comprehension and Analysis of Grade-Level-Appropriate Text: restate facts and details in text to clarify and organize ideas	4	0	
2.6	Comprehension and Analysis of Grade-Level-Appropriate Text: recognize cause and effect relationships in text	3	0	
2.7	Comprehension and Analysis of Grade-Level-Appropriate Text: interpret information from diagrams, charts, and graphs	0	2	
2.8	Comprehension and Analysis of Grade-Level-Appropriate Text: follow two-step written instructions	0	2	
3.0	LITERARY RESPONSE AND ANALYSIS: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of text and the literary terms or elements (i.e., theme, plot, setting, and characters).	Select 0 items	7	7 items 14%
3.1	Narrative Analysis of Grade-Level-Appropriate Text: compare and contrast plots, settings, and characters presented by different authors	0	2	
3.2	Narrative Analysis of Grade-Level-Appropriate Text: generate alternative endings to plots, and identify reason(s) for, and impact of, the alternatives	0	2	
3.3	Narrative Analysis of Grade-Level-Appropriate Text: compare and contrast different versions of the same stories that reflect different cultures	0	1	
3.4	Narrative Analysis of Grade-Level-Appropriate Text: identify rhythm, rhyme, and alliteration in poetry	0	2	
TOTALS		21	29	50 items

GRADE 2 WRITING

STANDARDS		SAT 9 ITEMS	Augmentation ITEMS	TOTALS /%S
1.0	WRITTEN...ENGLISH LANGUAGE CONVENTIONS: Students write...with a command of standard English conventions that are appropriate to each grade level.	Select 12 items	4	16 items 64%
1.1	Sentence Structure: distinguish between complete and incomplete sentences and recognize and use correct word order in written sentences	2	0	
1.2	Grammar: identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking	2	0	
1.3	Punctuation: use commas in greeting and closure of a letter and with dates and words in a series	0	2	
1.4	Punctuation: use quotation marks correctly	0	2	
1.5	Capitalization: capitalize all proper nouns, words at the beginning of sentences and in greetings, months and days of the week, and titles and initials of people	2	0	
1.6	Spelling: spell frequently used, irregular words correctly (e.g., who, what, why)	3	0	
1.7	Spelling: spell basic short vowel, long vowel, r-controlled, and consonant blend patterns correctly	3	0	
1.0	WRITING STRATEGIES: Students write clear and coherent sentences and paragraphs that elaborate a central idea. Their writing considers audience and purpose. They successfully use the stages of the writing process (i.e., pre-writing, drafting, revising, and editing successive versions.	Select 7 items	2	9 items 36%
1.1	Organization and Focus: group together related ideas, and maintain a consistent focus	3	0	
1.2	Penmanship: create readable documents with legible handwriting	NA	NA	
1.3	Research: understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas)	0	2	
1.4	Revising and Evaluating Strategies: revise original drafts to improve sequence and provide more descriptive detail	4	0	
TOTALS		19	6	25 items

GRADE 3 READING

STANDARDS		SAT 9 ITEMS	Augmentation ITEMS	TOTALS /%S
1.0	WORD ANALYSIS AND VOCABULARY DEVELOPMENT: Students...select and know how to translate letter patterns into spoken language using phonics, syllabication, and word parts.	Select 10 items	14	24 items 48%
1.1	Decoding and Word Recognition: know and use complex word families when reading (e.g., -ight) to decode unfamiliar words	0	3	
1.2	Decoding and Word Recognition: decode regular multi-syllable words	3	0	
1.3	Decoding and Word Recognition: read narrative and expository text aloud with fluency and accuracy and with appropriate pacing, intonation, and expression	NA	NA	
1.4	Vocabulary and Concept Development: use knowledge of antonyms, synonyms, homophones, and homographs to determine meaning of words	3	3	
1.5	Vocabulary and Concept Development: demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things)	0	2	
1.6	Vocabulary and Concept Development: use sentence and word context to find meaning of unknown words	4	0	
1.7	Vocabulary and Concept Development: use a dictionary to learn the meaning and other features of unknown words	0	3	
1.8	Vocabulary and Concept Development: use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine meaning of words	0	3	
2.0	READING COMPREHENSION: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed, including generating and responding to essential questions, making predictions, and comparing information from several sources.	Select 13 items	4	17 items 34%
2.1	Structural Features of Informational Materials: use titles, table of contents, chapter headings, glossaries and indexes to locate information in text	0	2	
2.2	Comprehension and Analysis of Grade-Level-Appropriate Text: ask questions and support answers by connecting prior knowledge with literal and inferential information found in text	2	0	
2.3	Comprehension and Analysis of Grade-Level-Appropriate Text: demonstrate comprehension by identifying answers in text	0	2	
2.4	Comprehension and Analysis of Grade-Level-Appropriate Text: recall major points in text, and make and modify predictions about forthcoming information	3	0	
2.5	Comprehension and Analysis of Grade-Level-Appropriate Text: distinguish between main idea and supporting details in expository text	2	0	
2.6	Comprehension and Analysis of Grade-Level-Appropriate Text: extract appropriate and significant information from text, including problems and solutions	3	0	
2.7	Comprehension and Analysis of Grade-Level-Appropriate Text: follow simple multiple-step written instructions (e.g., how to assemble a product or use a game board)	3	0	
3.0	LITERARY RESPONSE AND ANALYSIS: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of text and the literary terms or elements (i.e., theme, plot, setting, and characters).	Select 2 items	7	9 items 18%
3.1	Structural Features of Literature: distinguish among common forms of literature (e.g., poetry, drama, fiction, non-fiction)	0	2	
3.2	Narrative Analysis of Grade-Level-Appropriate Text: comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world	0	2	
3.3	Narrative Analysis of Grade-Level-Appropriate Text: determine what characters are like by what they say or do and by how the author or illustrator portrays them	2	0	
3.4	Narrative Analysis of Grade-Level-Appropriate Text: determine the underlying theme or author's message in fictional and non-fiction text	0	1	

STANDARDS		SAT 9 ITEMS	Augmentation ITEMS	TOTALS /%S
3.5	Narrative Analysis of Grade-Level-Appropriate Text: recognize the similarities of sounds in words and rhythmical patterns in a selection (e.g., onomatopoeia, alliteration)	0	1	
3.6	Narrative Analysis of Grade-Level-Appropriate Text: identify the speaker or narrator in a selection	0	1	
TOTALS		25	25	50 items

GRADE 3 WRITING

STANDARDS		SAT 9 ITEMS	Augmentation ITEMS	TOTALS /%S
1.0	WRITTEN...ENGLISH LANGUAGE CONVENTIONS: Students write...with a command of standard English conventions that are appropriate to each grade level.	Select 5 items	10	15 items 60%
1.1	Sentence Structure: understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking	1	0	
1.2	Grammar: identify and use subject/verb agreement, pronouns, adjectives, compound words, and articles in writing and speaking	1	0	
1.3	Grammar: use past, present and future verb tenses in writing and speaking	1	0	
1.4	Grammar: identify and use subject and predicate of single-clause sentences in writing and speaking	0	2	
1.5	Punctuation: punctuate dates, city and state, and titles of books correctly	0	2	
1.6	Punctuation: use commas in series, dates, locations, and addresses	0	2	
1.7	Capitalization: capitalize geographical names, holidays, historical periods, and special events correctly	0	2	
1.8	Spelling: spell correctly one-syllable words with blends, contractions, compounds, and orthographic patterns (e.g., qu, consonant doubling, change y to I) and common homophones (e.g., hair-hare)	2	0	
1.9	Spelling: arrange words in alphabetical order	0	2	
1.0	WRITING STRATEGIES: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing considers audience and purpose. They successfully use the stages of the writing process (i.e., pre-writing, drafting, revising, and editing successive versions).	10 Select 10 items	0	10 items 40%
1.1	Organization and Focus: create a single paragraph that			
	1) develops a topic sentence	1	0	
	2) includes simple supporting facts and details	2	0	
1.2	Penmanship: write legibly in cursive or joined italic, adhering to margins and correct spacing between letters in a word and words in a sentence	NA	NA	
1.3	Research & Technology: understand the structure, organization, and use of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia)	4	0	
1.6	Revising and Evaluating Strategies: revise drafts to improve the coherence and the logical progression of ideas, using an established rubric	3	0	
TOTALS		15	10	25 items

GRADE 4 READING

STANDARDS		SAT 9 ITEMS	Augmentation ITEMS	TOTALS /%S
1.0	WORD ANALYSIS AND VOCABULARY DEVELOPMENT: Students...select and know how to translate letter patterns into spoken language using phonics, syllabication, and word parts.	Select 16 items	4	20 items 40%
1.1	Word Recognition: read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression	NA	NA	
1.2	Vocabulary and Concept Development: apply knowledge of word origins, derivations, synonyms, antonyms and idioms to determine meaning of words and phrases	9	0	
1.3	Vocabulary and Concept Development: use knowledge of root words to determine the meaning of unknown words within a passage	0	2	
1.4	Vocabulary and Concept Development: know common Greek- and Latin-derived roots and affixes and use this knowledge to analyze the meaning of complex words (e.g., international)	0	1	
1.5	Vocabulary and Concept Development: use a thesaurus to determine related words and concepts	0	1	
1.6	Vocabulary and Concept Development: distinguish and interpret multiple meaning words	7	0	
2.0	READING COMPREHENSION: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed, including generating and responding to essential questions, making predictions, and comparing information from several sources.	Select 10 items	8	18 items 36%
2.1	Structural Features of Informational Materials: identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential-chronological order, proposition and support) to strengthen comprehension	1	0	
2.2	Comprehension and Analysis of Grade-Level-Appropriate Text: use appropriate strategies when reading for different purposes (e.g., full comprehension, locating information, and personal enjoyment)	3	0	
2.3	Comprehension and Analysis of Grade-Level-Appropriate Text: make and confirm predictions about text by using prior knowledge and ideas presented in text itself, including illustrations, titles, topic sentences, key words, and foreshadowing clues	0	3	
2.4	Comprehension and Analysis of Grade-Level-Appropriate Text: evaluate new information and hypotheses by testing them against known information and ideas	3	0	
2.5	Comprehension and Analysis of Grade-Level-Appropriate Text: compare and contrast information on the same topic after reading several passages or articles	0	3	
2.6	Comprehension and Analysis of Grade-Level-Appropriate Text: distinguish between cause and effect and fact and opinion in expository text	3	0	
2.7	Comprehension and Analysis of Grade-Level-Appropriate Text: follow multiple-step instructions from a basic technical manual (e.g., how to use computer commands or video games)	0	2	
3.0	LITERARY RESPONSE AND ANALYSIS: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of text and the literary terms or elements (i.e., theme, plot, setting, and characters).	Select 3 items	9	12 items 24%
3.1	Structural Features of Literature: describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales	1	1	
3.2	Narrative Analysis of Grade-Level-Appropriate Text: identify the main events of the plot, their causes, and how each influences future action(s)	2	0	
3.3	Narrative Analysis of Grade-Level-Appropriate Text: use knowledge of the situation and setting of a character's traits and motivations to determine the causes for that character's actions	0	1	

STANDARDS		SAT 9 ITEMS	Augmentation ITEMS	TOTALS /%S
3.4	Narrative Analysis of Grade-Level-Appropriate Text: compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales)	0	3	
3.5	Narrative Analysis of Grade-Level-Appropriate Text: identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole and personification	0	4	
TOTALS		29	21	50 items

GRADE 4 WRITING

STANDARDS		SAT 9 ITEMS	Augmentation ITEMS	TOTALS /%S
1.0	WRITTEN...ENGLISH LANGUAGE CONVENTIONS: Students write...with a command of standard English conventions that are appropriate to each grade level..	Select 18 items	4	22 items 55%
1.1	Sentence Structure: use simple and compound sentences in writing and speaking	5	0	
1.2	Sentence Structure: combine short, related sentences with appositives, participle phrases, adjectives, adverbs, and prepositional phrases	0	1	
1.3	Grammar: identify and use regular and irregular verbs, adverbs, prepositions and coordinating conjunctions in writing and speaking	3	2	
1.4	Punctuation: use commas in direct quotations, apostrophes in possessives and contractions, and parentheses	3	0	
1.5	Punctuation: use underlining, quotations, or italics to identify titles	0	1	
1.6	Capitalization: capitalize names of magazines, newspapers, works of art, musical compositions, names of organizations, and first word in quotations	2	0	
1.7	Spelling: spell correctly roots, inflections, suffixes and prefixes, and syllable constructions	5	0	
1.0	WRITING STRATEGIES: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing considers audience and purpose. They successfully use the stages of the writing process (i.e., pre-writing, drafting, revising, and editing successive versions).	Select 8 items	10	18 items 45%
1.1	Organization and Focus: select focus, organization, and point of view based upon purpose, audience, length, and format requirements	3	0	
1.2	Organization and Focus: create a multiple paragraph composition that			
	1) provides an introductory paragraph	0	0	
	2) establishes and supports a central idea with a topic sentence at or near the beginning of the first paragraph	0	1	
	3) includes supporting paragraphs with simple facts, details, and explanations	0	1	
	4) concludes with a paragraph that summarizes the points	0	1	
	5) is indented properly	NA	NA	
1.3	Organization and Focus: use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question	2	0	
1.4	Pennmanship: write fluidly and legibly in cursive or joined italic, easily transcribing manuscript into cursive and vice-versa	NA	NA	
1.5	Research and Technology: quote or paraphrase information sources, citing them appropriately	0	1	
1.6	Research and Technology: locate information in reference texts by using organizational features (e.g., prefaces, appendices)	0	1	
1.7	Research and Technology: use various reference materials as an aid to writing (e.g., dictionary, thesaurus, card catalog, encyclopedia, on-line information)	0	2	
1.8	Research and Technology: understand the structure and organization of (and use) almanacs, newspapers, and periodicals	0	2	
1.9	Research and Technology: demonstrate basic keyboarding skills and familiarity with the vocabulary of technology (e.g., cursor, software, memory, disk drive, hard drive)	0	1	
1.10	Revising and Evaluating Strategies: edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text	3	0	
TOTALS		26	14	40 items

GRADE 5 READING

STANDARDS		SAT 9 ITEMS	Augmentation ITEMS	TOTALS /%S
1.0	WORD ANALYSIS AND VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, both to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.	Select 11 items	7	18 items 36%
1.1	Word Recognition: read narrative and expository text aloud with fluency and accuracy, and with appropriate pacing, intonation, and expression	NA	NA	
1.2	Vocabulary and Concept Development: use word origins to determine the meaning of unknown words	0	2	
1.3	Vocabulary and Concept Development: understand and explain frequently used synonyms, antonyms and homographs	9	0	
1.4	Vocabulary and Concept Development: know abstract, derived roots and affixes from Greek and Latin, and use this knowledge to analyze the meaning of complex words (e.g., controversial)	0	2	
1.5	Vocabulary and Concept Development: understand and explain the figurative and metaphorical use of words in context	1	3	
2.0	READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of text, and they relate text structure, organization, and purpose.	Select 17 items	1	18 items 36%
2.1	Structural Features of Informational Materials: understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable	0	1	
2.2	Structural Features of Informational Materials: analyze text which is organized in sequential or chronological order	8	0	
2.3	Comprehension and Analysis of Grade-Level-Appropriate Text: discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas	2	0	
2.4	Comprehension and Analysis of Grade-Level-Appropriate Text: draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge	7	0	
2.5	Expository Critique: distinguish among facts, supported inferences, and opinions in text	1	0	
3.0	LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of world literature, particularly American and British literature.	Select 2 items	12	14 items 28%
3.1	Structural Features of Literature: identify and analyze the characteristics of poetry, drama, fiction, and non-fiction as literary forms chosen by an author for a specific purpose	0	2	
3.2	Narrative Analysis of Grade-Level-Appropriate Text: identify the main problem or conflict of the plot and how it is resolved	2	0	
3.3	Narrative Analysis of Grade-Level-Appropriate Text: contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme (e.g., loyalty, selfishness, conscientiousness)	0	2	
3.4	Narrative Analysis of Grade-Level-Appropriate Text: understand that theme refers to the meaning or moral of a selection, and recognize themes whether implied or stated directly in sample works	0	2	
3.5	Narrative Analysis of Grade-Level-Appropriate Text: describe the function and effect of key literary devices (e.g., imagery, metaphor, symbolism)	0	2	
3.6	Literary Criticism: evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures (Reader Response)	0	2	
3.7	Literary Criticism: evaluate the author's use of various techniques to influence readers' perspectives (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) (Reader Response)	0	2	

STANDARDS	SAT 9 ITEMS	Augmentation ITEMS	TOTALS /%S
TOTALS	30	20	50 items

GRADE 5 WRITING

STANDARDS		SAT 9 ITEMS	Augmentation ITEMS	TOTALS /%S
1.0	WRITTEN...ENGLISH LANGUAGE CONVENTIONS: Students write...with a command of standard English conventions that are appropriate to each grade level.	Select 21 items	0	21 items 52%
1.1	Sentence Structure: identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to elaborate ideas	6	0	
1.2	Grammar: identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise); modifiers; and nominative, objective, and possessive pronouns	2	0	
1.3	Punctuation: use colon to separate hours and minutes and to introduce a list; use quotation marks around exact words of speaker and names of poems, songs, short stories, etc.	2	0	
1.4	Capitalization: use correct capitalization	5	0	
1.5	Spelling: spell roots, suffixes, prefixes, contractions, and syllable constructions correctly	6	0	
1.0	WRITING STRATEGIES: Students write clear, coherent and focused essays. Writing exhibits awareness of audience and purpose. Essays contain formal introductions, bodies of supporting evidence, and conclusions. Students successfully use the stages of the writing process, as needed.	Select 4 items	15	19 items 48%
1.1	Organization and Focus: create a multiple-paragraph narrative composition that			
	1) establishes and develops a situation or plot	0	2	
	2) describes the setting	0	1	
	3) presents an ending	0	1	
1.2	Organization and Focus: create a multiple-paragraph expository composition that			
	1) establishes a topic, key ideas or events in sequence and/or chronological order	0	2	
	2) provides details and transitional expressions which link paragraph to paragraph in a clear line of thought	0	2	
	3) offers a concluding paragraph that summarizes the key ideas and details	0	2	
1.3	Research and Technology: use organizational features of printed (e.g., citations, end notes, and bibliographic references) to locate relevant information	0	2	
1.4	Research and Technology: create simple documents using electronic media, employing organization features (e.g., passwords, entry and pull-down menus, word searches, thesaurus, spell checks)	NA	NA	
1.5	Research and Technology: use a thesaurus to identify alternative word choices and meanings	0	3	
1.6	Revising and Evaluating Writing: edit and revise manuscripts to improve the meaning and focus of writing, deleting, consolidating, clarifying, and rearranging words and sentences	4	0	
TOTALS		25	15	40 items

GRADE 6 READING

STANDARDS		SAT 9 ITEMS	Augmentation ITEMS	TOTALS /%S
1.0	WORD ANALYSIS AND VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, both to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Select 12 items	4	16 items 32%
1.1	Word Recognition: read narrative and expository text aloud with fluency and accuracy, and with appropriate pacing, intonation, and expression	NA	NA	
1.2	Vocabulary and Concept Development: distinguish and interpret figurative language and multiple-meaning words	6	0	
1.3	Vocabulary and Concept Development: recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing	0	2	
1.4	Vocabulary and Concept Development: monitor expository text for unknown words or words with novel meanings, using word, sentence and paragraph clues to determine meaning	6	0	
1.5	Vocabulary and Concept Development: understand and explain “shades of meaning” for related words (e.g., softly and quietly)	0	2	
2.0	READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of text, and relate text structure, organization, and purpose.	Select 10 items	10	20 items 40%
2.1	Structural Features of Informational Materials: identify and use the structural features of, and differences among, newspapers, magazines, and editorials to gain meaning from text	0	2	
2.2	Structural Features of Informational Materials: analyze text which uses compare-and-contrast patterns	0	1	
2.3	Comprehension and Analysis of Grade-Level-Appropriate Text: connect and clarify main ideas, identifying their relationship to other sources and related topics	6	0	
2.4	Comprehension and Analysis of Grade-Level-Appropriate Text: clarify understanding of texts by creating outlines, logical notes, summaries, or reports	1	0	
2.5	Comprehension and Analysis of Grade-Level-Appropriate Text: follow multiple-step instructions for preparing applications (e.g., public library card, bank savings account, sports club, or league membership form)	0	3	
2.6	Expository Critique: determine the adequacy and appropriateness of an author’s evidence for his or her conclusions	1	1	
2.7	Expository Critique: make reasonable assertions about text through accurate, supportive citations	2	1	
2.8	Expository Critique: note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text	0	2	
3.0	LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works world literature, particularly American and British literature. They clarify the ideas and connect them to other literary works.	Select 3 items	11	14 items 28%
3.1	Structural Features of Literature: distinguish among forms of fiction and describe the major characteristics of each form	0	1	
3.2	Narrative Analysis of Grade-Level-Appropriate Text: analyze how the qualities of the character (e.g., courage or cowardice; ambition or laziness) affect the plot and resolution of the conflict	2	0	
3.3	Narrative Analysis of Grade-Level-Appropriate Text: analyze the influence of setting on the problem and its resolution	0	1	
3.4	Narrative Analysis of Grade-Level-Appropriate Text: define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme	0	3	
3.5	Narrative Analysis of Grade-Level-Appropriate Text: identify the speaker and recognize the difference between first and third person narration (e.g., autobiography versus biography)	0	2	
3.6	Narrative Analysis of Grade-Level-Appropriate Text: identify and analyze features of themes conveyed through characters, actions, and images	1	0	

STANDARDS		SAT 9 ITEMS	Augmentation ITEMS	TOTALS /%S
3.7	Narrative Analysis of Grade-Level-Appropriate Text: explain the effects of key literary devices in a variety of fictional and non-fictional texts (e.g., symbolism, imagery, metaphor)	0	3	
3.8	Literary Criticism: critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction) (Reader Response)	0	1	
TOTALS		25	25	50 items

GRADE 6 WRITING

STANDARDS		SAT 9 ITEMS	Augmentation ITEMS	TOTALS /%S
1.0	WRITTEN...ENGLISH LANGUAGE CONVENTIONS: Students write...with a command of standard English conventions that are appropriate to each grade level..	Select 19 items	0	19 items 48%
1.1	Sentence Structure: use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts	4	0	
1.2	Grammar: identify and use present perfect, past perfect, and future perfect tenses; subject-verb agreement with compound subjects; and indefinite pronouns	2	0	
1.3	Punctuation: use colons in business letters, semi-colons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences	4	0	
1.4	Capitalization: use correct capitalization	4	0	
1.5	Spelling: spell frequently misspelled words correctly (e.g., their, they're, there)	5	0	
1.0	WRITING STRATEGIES: Students write clear, coherent and focused essays. Writing exhibits awareness of audience and purpose. Essays contain formal introductions, bodies of supporting evidence, and conclusions. Students successfully use the stages of the writing process, as needed.	Select 11 Items	10	21 items 52%
1.1	Organization and Focus: choose the form for writing purpose that best suits the intended purpose (e.g., personal letter, letter to the editor, review, poem, report, narrative)	2	2	
1.2	Organization and Focus: create a multiple-paragraph expository composition that	0	0	
	1) engages the interest of the reader and states a clear purpose	NA	NA	
	2) develops the topic with supportive details, precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader	0	2	
	3) concludes with a detailed summary linked to the purpose of composition	0	1	
1.3	use a variety of effective and coherent organizational patterns including comparison and contrast, organization by categories; and arrangement of spatial order, order of importance, or climactic order	0	1	
1.4	Research and Technology: use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information	0	2	
1.5	Research and Technology: compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation)	0	2	
1.6	Revising and Evaluating Writing: revise writing to improve organization and consistency of ideas within and between paragraphs	9	0	
TOTALS		30	10 items	40 items

GRADE 7 READING

STANDARDS		SAT 9 ITEMS	Augmentation ITEMS	TOTALS /%S
1.0	WORD ANALYSIS AND VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, both to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Select 11 items	2	13 items 26%
1.1	Vocabulary and Concept Development: identify idioms, analogies, metaphors, and similes in prose and poetry	0	2	
1.2	Vocabulary and Concept Development: use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content area vocabulary	2	0	
1.3	Vocabulary and Concept Development: clarify word meaning through the use of definition, example, restatement, or contrast	9	0	
2.0	READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of text, and they relate text structure, organization, and purpose.	Select 14 items	8	22 items 44%
2.1	Structural Features of Informational Materials: understand and analyze the differences among various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs) in terms of their structure and purpose	1	1	
2.2	Structural Features of Informational Materials: locate information using a variety of consumer, workplace, and public documents	7	0	
2.3	Structural Features of Informational Materials: analyze text which uses cause and effect patterns	2	0	
2.4	Comprehension and Analysis of Grade-Level-Appropriate Text: identify and trace the development of an author's argument, point of view, or perspective in text	2	1	
2.5	Comprehension and Analysis of Grade-Level-Appropriate Text: understand and explain the use of a simple mechanical device by following technical directions	0	6	
2.6	Expository Critique: assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping	2	0	
3.0	LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of world literature, particularly American and British literature. They clarify the ideas and connect them to other literary works.	Select 3 items	12	15 items 30%
3.1	Structural Features of Literature: articulate the expressed purposes and characteristics of different forms of prose (short story, novel, novella, essay)	0	1	
3.2	Narrative Analysis of Grade-Level-Appropriate Text: identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s)	1	2	
3.3	Narrative Analysis of Grade-Level-Appropriate Text: analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and what other characters think, say and do	1	2	
3.4	Narrative Analysis of Grade-Level-Appropriate Text: identify and analyze recurring themes across works (e.g., bravery, loneliness, loyalty, friendship)	0	2	
3.5	Narrative Analysis of Grade-Level-Appropriate Text: contrast points-of-view in narrative text and how they affect the overall theme of the work (e.g., first versus third person, limited versus omniscient, subjective versus objective)	0	3	
3.6	Literary Criticism: analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses (Reader Response)	1	2	
TOTALS		28	22	50 items

GRADE 7 WRITING

STANDARDS		SAT 9 ITEMS	Augmentation ITEMS	TOTALS /%S
1.0	WRITTEN...ENGLISH LANGUAGE CONVENTIONS: Students write...with a command of standard English conventions that are appropriate to each grade level.	Select 16 items	3	19 items 48%
1.1	Sentence Structure: place modifiers properly, and use active voice	0	1	
1.2	Grammar: identify and use infinitives, participles, and clear pronoun/antecedent references	0	1	
1.3	Grammar: identify			
	1) all parts of speech	1	0	
	2) types and structure of sentences	3	0	
	3) mechanics (e.g., quotations, commas at end of dependent clause)	3	0	
	4) appropriate usage (e.g., pronoun reference)	3	0	
1.4	Punctuation: identify and use hyphen, dash, brackets, and semi-colon between two clauses of a compound sentence that are not joined by a conjunction	0	1	
1.5	Capitalization: use correct capitalization	3	0	
1.6	Spelling: spell derivatives correctly by applying the spellings of bases and affixes	3	0	
1.0	WRITING STRATEGIES: Students write clear, coherent and focused essays. Writing exhibits awareness of audience and purpose. Essays contain formal introductions, bodies of supporting evidence, and conclusions. Students successfully use the stages of the writing process, as needed.	Select 11 Items	10	21 items 52%
1.1	Organization and Focus: create an organizing structure that balances all aspects of the composition and uses effective transitions between sentences and ideas to unify key ideas	1	2	
1.2	Organization and Focus: support all statements and claims with anecdotes, descriptions, facts and statistics, and/or specific examples	0	2	
1.3	Organization and Focus: use strategies of note-taking, outlining, and summarizing to structure composition drafts	2	2	
1.4	Research and Technology: identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research	2	2	
1.5	Research and Technology: give credit for both quoted and paraphrased information in a bibliography using a consistent and sanctioned format and methodology for citations	0	2	
1.6	Research and Technology: create documents using word-processing skills and publishing programs, and develop simple databases and spreadsheets to manage information and prepare reports	NA	NA	
1.7	Revising and Evaluating Writing: revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary	6	0	
TOTALS		27	13	40 items

GRADE 8 READING

STANDARDS		SAT 9 ITEMS	Augmentation ITEMS	TOTALS /%S
1.0	WORD ANALYSIS AND VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, both to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.	Select 7 items	4	11 items 22%
1.1	Vocabulary and Concept Development: use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases	0	2	
1.2	Vocabulary and Concept Development: understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings	0	2	
1.3	Vocabulary and Concept Development: use word meanings within the appropriate context and be able to verify those meanings by definition, restatement, example, comparison, or contrast	7	0	
2.0	READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of text, and they relate text structure, organization, and purpose.	Select 10 items	12	22 items 44%
2.1	Structural Features of Informational Materials: compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, and instructional manuals)	0	3	
2.2	Structural Features of Informational Materials: analyze text which uses proposition-and-support patterns	0	2	
2.3	Comprehension and Analysis of Grade-Level-Appropriate Text: find similarities and differences among texts in the treatment, scope, or organization of ideas	3	0	
2.4	Comprehension and Analysis of Grade-Level-Appropriate Text: compare original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text	0	2	
2.5	Comprehension and Analysis of Grade-Level-Appropriate Text: understand and explain the use of a complex mechanical device by following technical directions	0	5	
2.6	Comprehension and Analysis of Grade-Level-Appropriate Text: use information from a variety of consumer, workplace, and public documents to explain a situation or decision and/or to solve a problem	4	0	
2.7	Expository Critique: evaluate the unity, coherence, logic, internal consistency, and structural patterns of text	3	0	
3.0	LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of world literature, particularly American and British literature. They clarify the ideas and connect them to other literary works.	Select 8 Items	9	17 items 34%
3.1	Structural Features of Literature: determine and articulate the relationship among the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, and sonnet)	0	2	
3.2	Narrative Analysis of Grade-Level-Appropriate Text: evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development and how (and whether) conflicts are (or are not) addressed and resolved	4	0	
3.3	Narrative Analysis of Grade-Level-Appropriate Text: compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts	0	2	
3.4	Narrative Analysis of Grade-Level-Appropriate Text: analyze relevance of setting (place, time, and customs) to the mood, tone and meaning of text	2	1	
3.5	Narrative Analysis of Grade-Level-Appropriate Text: identify and analyze recurring comparative themes across works (e.g., good and evil, traditional and contemporary)	0	1	
3.6	Narrative Analysis of Grade-Level-Appropriate Text: identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, dialect, and irony), and use those elements to interpret the work	1	2	

STANDARDS	SAT 9 ITEMS	Augmentation ITEMS	TOTALS /%S
3.7 Literary Criticism: analyze how a work of literature reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical Approach)	1	1	
TOTALS	25	25	50 items

GRADE 8 WRITING

STANDARDS		SAT 9 ITEMS	Augmentation ITEMS	TOTALS /%S
1.0	WRITTEN... ENGLISH LANGUAGE CONVENTIONS: Students write...with a command of standard English conventions that are appropriate to each grade level.	Select 17 items	2	19 items 48%
1.1	Sentence Structure: use correct and varied sentence types and sentence openings to reinforce the presentation of a lively and effective personal style	1	1	
1.2	Sentence Structure: identify and use parallel structures in all written discourse, including similar grammatical forms to present items in a series, complements, and items juxtaposed for emphasis	0	1	
1.3	Sentence Structure: use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly	4	0	
1.4	Grammar: edit written manuscripts to reflect proper grammar	4	0	
1.5	Punctuation and Capitalization: use correct punctuation and capitalization	4	0	
1.6	Spelling: use correct spelling conventions	4	0	
1.0	WRITING STRATEGIES: Students write clear, coherent and focused essays. Writing exhibits awareness of audience and purpose. Essays contain formal introductions, bodies of supporting evidence, and conclusions. Students successfully use the stages of the writing process, as needed.	Select 13 Items	8	21 items 52%
1.1	Organization and Focus: create compositions that establish a controlling impression, have a coherent thesis, and/or make a clear and well-supported conclusion	2	2	
1.2	Organization and Focus: establish coherence within and across paragraphs through effective transitions, parallel structures, and similar writing techniques	3	2	
1.3	Organization and Focus: support thesis or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices	0	2	
1.4	Research and Technology: plan and conduct multiple-step information searches using computer networks and modem-delivered services	NA	NA	
1.5	Research and Technology: achieve effective balance between researched information and original ideas	NA	NA	
1.6	Revising and Evaluating Writing: revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas	8	2	
TOTALS		30	10	40 items

GRADE 9 READING

STANDARDS		SAT 9 ITEMS	Augmentation ITEMS	TOTAL /%S
1.0	WORD ANALYSIS & VOCABULARY DEVELOPMENT: Students apply their knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately.	Select 8 items	2	10 items 20%
1.1	Vocabulary and Concept Development: identify and use the literal and figurative meanings of words, and understand word derivation	8	0	
1.2	Vocabulary and Concept Development: distinguish between the denotative and connotative meanings of words, and interpret the connotative power of words	0	1	
1.3	Vocabulary and Concept Development: identify and use knowledge of the origins of Greek, Roman, and Norse mythology to understand the meaning of new words (e.g., the word “narcissistic” drawn from the myth of Narcissus and Echo)	0	1	
2.0	READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They analyze the organization patterns, arguments, and positions advanced.	Select 11 items	10	21 items 42%
2.1	Structural Features of Informational Materials: analyze both (1) the structure and format of functional workplace documents, including format, graphics, and headers and (2) how authors use the features to achieve their purposes	0	2	
2.2	Structural Features of Informational Materials: prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents	0	2	
2.3	Comprehension and Analysis of Grade-Level-Appropriate Text: generate relevant questions about readings that can be researched	0	2	
2.4	Comprehension and Analysis of Grade-Level-Appropriate Text: synthesize the content and ideas from several sources dealing with a single issue or written by a single author, and paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension	0	2	
2.5	Comprehension and Analysis of Grade-Level-Appropriate Text: extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration	NA	NA	
2.6	Comprehension and Analysis of Grade-Level-Appropriate Text: demonstrate use of sophisticated learning tools by following technical directions (e.g., graphic calculators, specialized software programs, access guides to Internet worldwide websites)	0	2	
2.7	Expository Critique: critique the logic of functional documents by examining the sequence of information and procedures and the anticipation of possible reader misunderstandings	5	0	
2.8	Expository Critique: evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and how the author’s intent affects the text’s structure and tone (e.g., professional journals, editorials, political speeches, primary source material)	6	0	
3.0	LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of world literature, particularly American and British literature. They conduct in-depth analyses of recurrent patterns and themes.	Select 5 items	14	19 items 38%
3.1	Structural Features of Literature: articulate the relationship between the expressed purposes and characteristics of different forms of dramatic literature (comedy, tragedy, drama, dramatic monologue)	0	1	
3.2	Structural Features of Literature: compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic	0	2	
3.3	Narrative Analysis of Grade-Level-Appropriate Text: analyze interactions between main and subordinate characters in literary text (e.g., internal and external conflicts, motivations, relationships, and influences) and how they affect the plot	4	1	
3.4	Narrative Analysis of Grade-Level-Appropriate Text: determine characters’ traits from what they say about themselves in narration, dialogue, dramatic monologue, soliloquy	0	1	
3.5	Narrative Analysis of Grade-Level-Appropriate Text: compare works that express a universal theme, and provide evidence to support the ideas expressed in each work	0	2	
3.6	Narrative Analysis of Grade-Level-Appropriate Text: analyze and trace an author’s development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks)	1	1	
3.7	Narrative Analysis of Grade-Level-Appropriate Text: recognize and understand the significance of a wide range of literary elements and techniques, including figurative language, imagery, allegory, and symbolism, and explain their appeal	0	1	

STANDARDS		SAT 9 ITEMS	Augmentation ITEMS	TOTAL /%S
3.8	Narrative Analysis of Grade-Level-Appropriate Text: interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in text	0	1	
3.9	Narrative Analysis of Grade-Level-Appropriate Text: explain how voice, persona, and narrator affect tone, characterization, plot, and credibility	0	1	
3.10	Narrative Analysis of Grade-Level-Appropriate Text: identify and describe the function of dialogue, scene design, soliloquies, and asides and character foils in dramatic literature	0	1	
3.11	Literary Criticism: evaluate the aesthetic qualities of style, including the impact that diction and figurative language have on tone, mood, and theme, using the terminology of literary criticism (Aesthetic Approach)	0	1	
3.12	Literary Criticism: analyze how a work of literature is related to the themes and issues of its historical period (Historical Approach)	0	1	
TOTALS		24	26	50 items

GRADE 9 WRITING

STANDARDS		SAT 9 ITEMS	Augmentation ITEMS	TOTALS /%S
1.	WRITTEN...ENGLISH LANGUAGE CONVENTIONS: Students write...with a command of standard English conventions.	Select 13 items	3	16 items 40%
1.1	Grammar and Mechanics: identify and use clauses (e.g., main and subordinate), phrases (e.g., gerunds, infinitives and participles), mechanics (e.g., semi-colons, colons, ellipses and hyphens), usage (e.g., tense consistency), and sentence structure (e.g., parallel structure, properly placed modifiers)	5	0	
1.2	Manuscript Form: demonstrate control of grammar, paragraph and sentence structure, diction, syntax, and usage	4	0	
1.3	Manuscript Form: produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	4	0	
1.4	Manuscript Form: reflect appropriate manuscript requirements, including			
	1) title page presentation	0	1	
	2) pagination	0	1	
	3) spacing and margins	0	1	
	4) integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations	NA	NA	
1.0	WRITING STRATEGIES: Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. Student writing demonstrates awareness of audience and purpose and use of the stages of the writing process, as needed.	Select 18 items	6	24 items 60%
1.1	Organization and Focus: establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing	3	0	
1.2	Organization and Focus: use precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice	3	0	
1.3	Research and Technology: use clear research questions and coherent research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources	0	2	
1.4	Research and Technology: develop key ideas within the body of the composition through supportive evidence (e.g., scenarios, commonly held beliefs, hypotheticals, and/or definitions)	2	0	
1.5	Research and Technology: synthesize information from multiple sources and identify complexities and discrepancies in the information and how different perspectives are found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, and technical documents)	0	2	
1.6	Research and Technology: integrate quotations and citations into written text, while maintaining the flow of ideas	NA	NA	
1.7	Research and Technology: use appropriate conventions for in text, notes, and bibliographies, adhering to style manuals (e.g., the <i>Modern Language Association Handbook</i> or <i>Chicago Style Manual</i>)	0	2	
1.8	Research and Technology: design and publish multi-page documents using advanced publishing software and graphic programs	NA	NA	
1.9	Revising and Evaluating Strategies: revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone, taking into consideration the audience, purpose, and formality of the context	10	0	
TOTALS		31	9	40 items

GRADE 10 READING

STANDARDS		SAT 9 ITEMS	Augmentation ITEMS	TOTAL/ %S
1.0	WORD ANALYSIS & VOCABULARY DEVELOPMENT: Students apply their knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately.	Select 8 items	2	10 items 20%
1.1	Vocabulary and Concept Development: identify and use the literal and figurative meanings of words, and understand word derivation	8	0	
1.2	Vocabulary and Concept Development: distinguish between the denotative and connotative meanings of words, and interpret the connotative power of words	0	1	
1.3	Vocabulary and Concept Development: identify and use knowledge of the origins of Greek, Roman, and Norse mythology to understand the meaning of new words (e.g., the word “narcissistic” drawn from the myth of Narcissus and Echo)	0	1	
2.0	READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They analyze the organization patterns, arguments, and positions advanced	Select 10 items	11	21 items 42%
2.1	Structural Features of Informational Materials: analyze both (1) the structure and format of functional workplace documents, including format, graphics, and headers and (2) how authors use the features to achieve their purposes	3	1	
2.2	Structural Features of Informational Materials: prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents	0	2	
2.3	Comprehension and Analysis of Grade-Level-Appropriate Text: generate relevant questions about readings that can be researched	1	2	
2.4	Comprehension and Analysis of Grade-Level-Appropriate Text: synthesize the content and ideas from several sources dealing with a single issue or written by a single author, and paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension	0	2	
2.5	Comprehension and Analysis of Grade-Level-Appropriate Text: extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration	NA	NA	
2.6	Comprehension and Analysis of Grade-Level-Appropriate Text: demonstrate use of sophisticated learning tools by following technical directions (e.g., graphic calculators, specialized software programs, access guides to Internet worldwide websites)	0	4	
2.7	Expository Critique: critique the logic of functional documents by examining the sequence of information and procedures and the anticipation of possible reader misunderstandings	1	0	
2.8	Expository Critique: evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and how the author’s intent affects the text’s structure and tone (e.g., professional journals, editorials, political speeches, primary source material)	5	0	
3.0	LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of world literature, particularly American and British literature. They conduct in-depth analyses of recurrent patterns and themes.	Select 6 Items	13	19 items 38%
3.1	Structural Features of Literature: articulate the relationship between the expressed purposes and characteristics of different forms of dramatic literature (comedy, tragedy, drama, dramatic monologue)	0	1	
3.2	Structural Features of Literature: compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic	0	2	
3.3	Narrative Analysis of Grade-Level-Appropriate Text: analyze interactions between main and subordinate characters in literary text (e.g., internal and external conflicts, motivations, relationships, and influences) and how they affect the plot	0	1	
3.4	Narrative Analysis of Grade-Level-Appropriate Text: determine characters’ traits from what they say about themselves in narration, dialogue, dramatic monologue, soliloquy	0	2	
3.5	Narrative Analysis of Grade-Level-Appropriate Text: compare works that express a universal theme, and provide evidence to support the ideas expressed in each work	0	2	
3.6	Narrative Analysis of Grade-Level-Appropriate Text: analyze and trace an author’s development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks)	3	0	
3.7	Narrative Analysis of Grade-Level-Appropriate Text: recognize and understand the significance of a wide range of literary elements and techniques, including figurative language, imagery, allegory, and symbolism, and explain their appeal	2	0	
3.8	Narrative Analysis of Grade-Level-Appropriate Text: interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in text	1	1	

STANDARDS		SAT 9 ITEMS	Augmentation ITEMS	TOTAL/ %S
3.9	Narrative Analysis of Grade-Level-Appropriate Text: explain how voice, persona, and narrator affect tone, characterization, plot, and credibility	0	1	
3.10	Narrative Analysis of Grade-Level-Appropriate Text: identify and describe the function of dialogue, scene design, soliloquies, and asides and character foils in dramatic literature	0	1	
3.11	Literary Criticism: evaluate the aesthetic qualities of style, including the impact that diction and figurative language have on tone, mood, and theme, using the terminology of literary criticism (Aesthetic Approach)	0	1	
3.12	Literary Criticism: analyze how a work of literature is related to the themes and issues of its historical period (Historical Approach)	0	1	
TOTALS		24	26	50 items

GRADE 10 WRITING

STANDARDS		SAT 9 ITEMS	Augmentation ITEMS	TOTALS /%S
1.0 WRITTEN...LANGUAGE CONVENTIONS: Students write...with a command of standard English conventions.		Select 13 items	3	16 items 40%
1.1 Grammar and Mechanics: identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerunds, infinitives and participles), mechanics (e.g., semi-colons, colons, ellipses and hyphens), usage (e.g., tense consistency), and sentence structure (e.g., parallel structure, properly placed modifiers)		4	0	
1.2 Manuscript Form: demonstrate control of grammar, paragraph and sentence structure, diction, syntax, and usage		4	0	
1.3 Manuscript Form: produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization		3	0	
1.4 Manuscript Form: reflect appropriate manuscript requirements, including				
1) title page presentation		0	1	
2) pagination		0	1	
3) spacing and margins		0	1	
4) integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations		2	0	
1.0 WRITING STRATEGIES: Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. Student writing demonstrates awareness of audience and purpose and use of the stages of the writing process, as needed.		Select 18 items	6	24 items 60%
1.1 Organization and Focus: establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing		3	0	
1.2 Organization and Focus: use precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice		3	0	
1.3 Research and Technology: use clear research questions and coherent research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources		0	3	
1.4 Research and Technology: develop key ideas within the body of the composition through supportive evidence (e.g., scenarios, commonly held beliefs, hypotheticals, and/or definitions)		2	0	
1.5 Research and Technology: synthesize information from multiple sources and identify complexities and discrepancies in the information and how different perspectives are found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, and technical documents)		0	1	
1.6 Research and Technology: integrate quotations and citations into written text, while maintaining the flow of ideas		NA	NA	
1.7 Research and Technology: use appropriate conventions for in text, notes, and bibliographies, adhering to style manuals (e.g., the <i>Modern Language Association Handbook</i> or <i>Chicago Style Manual</i>)		0	2	
1.8 Research and Technology: design and publish multi-page documents using advanced publishing software and graphic programs		NA	NA	
1.9 Revising and Evaluating Strategies: revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone, taking into consideration the audience, purpose, and formality of the context		10	0	
TOTALS		31	9	40 items

GRADE 11 READING

STANDARDS		SAT 9 ITEMS	Augmentation ITEMS	TOTALS /%S
1.0	WORD ANALYSIS & VOCABULARY DEVELOPMENT: Students apply their knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately.	Select 0 items	9	9 items 18%
1.1	Vocabulary and Concept Development: trace the etymology of significant terms used in political science and history	0	3	
1.2	Vocabulary and Concept Development: apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology	0	3	
1.3	Vocabulary and Concept Development: discern the meaning and relationship between pairs of words encountered in analogical statements (e.g., synonyms/antonyms, connotation/denotation)	0	3	
2.0	READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They analyze organization patterns, arguments, & positions advanced.	Select 20 items	1	21 items 42%
2.1	Structural Features of Informational Materials: analyze both the features and rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and how authors use the features and devices	0	1	
2.2	Comprehension and Analysis of Grade-Level-Appropriate Text: analyze how clarity is affected by the patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in text	5	0	
2.3	Comprehension and Analysis of Grade-Level-Appropriate Text: verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents	6	0	
2.4	Comprehension and Analysis of Grade-Level-Appropriate Text: make warranted and reasonable assertions about significant patterns, motifs, and perspectives by using elements of text to defend and clarify interpretations	5	0	
2.5	Comprehension and Analysis of Grade-Level-Appropriate Text: analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject	3	0	
2.6	Expository Critique: critique the power, validity, and truthfulness in the logic of arguments set forth in public documents, their appeal to audiences both friendly and hostile, and the extent to which they anticipate and address reader concerns and counterclaims (e.g., appeal to reason, appeal to authority, appeal to pathos/emotion)	1	0	
3.0	LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of world literature, particularly American and British literature.	Select 3 items	17	20 items 40%
3.1	Structural Features of Literature: analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, drama, novel, short story, essay, and other basic genres	0	2	
3.2	Narrative Analysis of Grade-Level-Appropriate Text: analyze how the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claims	2	1	
3.3	Narrative Analysis of Grade-Level-Appropriate Text: analyze how irony, tone, mood, style, and "sound" of language are to achieve specific rhetorical and/or aesthetic purposes	1	1	
3.4	Narrative Analysis of Grade-Level-Appropriate Text: analyze ways in which poets use imagery, personification, figures of speech, and sounds to elicit reader's emotions	0	2	
3.5	Narrative Analysis of Grade-Level-Appropriate Text: analyze recognized works of American literature representing a variety of genres and traditions in order to			
1)	trace the development of American literature from the Colonial period forward	0	1	
2)	contrast the major periods, themes, styles and trends, and describe how works by members of different cultures relate to one another in each period	0	1	
3)	evaluate the philosophical, political, religious, ethical, and/or social influences that shaped characters, plots, and settings	0	1	
3.6	Narrative Analysis of Grade-Level-Appropriate Text: analyze how authors over the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy <i>Macbeth</i>)	0	2	
3.7	Narrative Analysis of Grade-Level-Appropriate Text: analyze recognized works of world literature from a variety of authors, in order to			
1)	contrast the major literary forms and techniques and the characteristics of the major literary periods (e.g., Homeric Greece, Medieval Period, Romantic, Neoclassic, Modern)	0	1	
2)	relate literary works and authors to major themes and issues of their eras	0	1	
3)	evaluate the philosophical, political, religious, ethical and/or social influences that shaped characters, plots, and settings	0	0	

STANDARDS	SAT 9 ITEMS	Augmentation ITEMS	TOTALS /%S
3.8 Literary Criticism: analyze the political assumptions in a selection of literary works or essays on a topic for their clarity and consistency (e.g., suffrage, women's place in organized labor) (Political Approach)	0	2	
3.9 Literary Criticism: analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of its characters (Philosophical Approach)	0	2	
TOTALS	23	27	50 items

GRADE 11 WRITING

STANDARDS	SAT 9 ITEMS	Augmentation ITEMS	TOTALS /%S
1.0 WRITTEN...ENGLISH LANGUAGE CONVENTIONS: Students write...with a command of standard English conventions.	Select 14 items	2	16 items 40%
1.1 Manuscript Form: demonstrate control of grammar, paragraph and sentence structure, diction, and usage	14	0	
1.2 Manuscript Form: produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	0	2	
1.3 Manuscript Form: reflect appropriate manuscript requirements in writing	NA	NA	
1.0 WRITING STRATEGIES: Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. Student writing demonstrates awareness of audience and purpose and use of the stages of the writing process, as needed.	Select 18 items	6	24 items 60%
1.1 Organization and Focus: demonstrate understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, informational, or descriptive writing assignments	1	0	
1.2 Organization and Focus: use point of view, characterization, style (e.g., irony), and related elements for specific rhetorical and aesthetic purposes	2	2	
1.3 Organization and Focus: structure ideas and arguments in sustained, persuasive, and sophisticated way and support them with precise and relevant examples	3	0	
1.4 Organization and Focus: enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action	0	1	
1.5 Organization and Focus: use language in natural, fresh, and vivid ways to create a specific tone	3	1	
1.6 Research and Technology: develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources)	NA	NA	
1.7 Research and Technology: use systematic strategies to organize and record information (anecdotal scripting, annotated bibliographies)	0	2	
1.8 Research and Technology: integrate databases, graphics, and spreadsheets into word-processed documents	NA	NA	
1.9 Revising and Evaluating Strategies: revise writing to highlight individual voice, improve the style and sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre	9	0	
TOTALS	32	8	40 items